Making Sense of Universal Design for Learning
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I created this chart to make connections between Universal Design for Learning (Rose & Meyer, 2008) and some of my other learning for this competency, including differentiated instruction (Tomlinson, 1999) and learning theory (Knowledgebase, 2009).

	Universal Design for Learning	Differentiated Instruction	Learning Theory Connections
Beliefs	Using multiple approaches to meet the needs of diverse learners Teacher as guide Learning as process Cooperative learning Reciprocal teaching for literacy Assessment as a process rather than summative	Teachers begin where students are Belief in high standards Using multiple instructional strategies Teachers as diagnosticians and artists Teacher focuses on essentials Teacher attends to student differences Assessment and instruction are inseparable All students participate in respectful work Teacher and students collaborate in learning Teacher balances group and individual norms Multiple forms of intelligence Humans learn best with moderate challenge Focus on a healthy learning environment Levels of learning: facts, concepts, principles, attitudes, skills	Howard Gardner's Multiple Intelligences (1993) Cognitive Development by Piaget
Supporting brain research	Recognition networks (gathering facts) Strategic networks (planning and performing tasks) Affective networks (engaging and motivating)		
Target audience	Students with: ▪ Learning disabilities such as dyslexia ▪ English language barriers ▪ Emotional or behavioral problems ▪ Lack of interest or engagement ▪ Sensory and physical disabilities (CAST, 2009) Extending to all students	All students	

Components	Multiple means of representation Multiple means of action and expression Multiple means of engagement	Teacher modifies: Content Process Products Based on students' Readiness Interest Learning profile	Vygotsky (1978) three essential elements of learning: recognition of elements to be learned, application of strategies to process information, engagement with the learning task
Materials	Flexible digital media – strong focus on accessible materials (textbooks, reading, etc)] To get UDL in mainstream classrooms	Multiple materials provided Multi-option assignments	
Teacher Planning	What is the basic idea that the students need to learn? What are the different ways to learn this idea? If there is reading involved, could students get the information another way?	Using a range of instructional and management strategies such as: Stations Agendas Complex instruction Orbital studies Centers Entry points Tiered activities Learning contracts Compacting Problem based learning Group investigation Independent study Choice boards 4MAT Portfolios	Howard Gardner's Multiple Intelligences (1993) Constructivism
Students		Students help other students and the teacher solve problems Students work with the teacher to establish both whole-class and individual learning goals	
Assessment	What is the best way to find out whether the students learned the information? In what different ways can students demonstrate their understanding? What is most meaningful for the student?	Assessment and instruction are inseparable Assessment is ongoing and diagnostic Students are assessed in multiple ways	

	What assessments are free of confounding information (such as testing students' ability to read instead of the content)?		

CAST. (2009). *What is universal design for learning?* Retrieved from http://www.cast.org/research/udl/

Knowledgebase, L. T. (2009). *Learning theories overview*. Retrieved from http://www.learning-theories.com

Rose, D. H., & Meyer, A. (Eds.). (2008). *A practical reader in universal design for learning*. Cambridge, MA: Harvard Education Press.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.